Religious Education and Worldviews

Knowledge Organiser to support the Norfolk Agreed Syllabus

Year Group: 3

Enquiry: 1



**How do people express commitment to a religion/worldview in different ways?**

**(Intention) What we intend to cover in our learning: (Topic web of concepts here)**

Session 1 and 2: Explore the idea of commitment by thinking of examples in children’s own lives

e.g. sport, dancing, clubs (brownies/cubs), family, friends, schoolwork. What things do you have to do to show you are committed? Ask children to bring badges, certificates etc. in to show in advance.

Commitment may involve a public declaration of your intention (an ‘initiation’ ceremony

of some kind) but then it also involves living in a certain way every day. You could show examples of birth certificate, graduation certificate, marriage certificate or photos of important ceremonies in your own life.

Session 3: Introduce the ‘Big Question’. Collect questions that they have (KWL Chart) to look at again in Evaluate part. Using the ‘Knowledge’ part of the chart create a class ‘Wonder Wall’ where you can display their questions and add knowledge through the Enquire and Explore lessons.

Session 4: Christianity - Use video clips of baptism services (ideally compare and contrast infant baptism, full immersion and baptism in Eastern Orthodox tradition) and the interactive animation on RE:quest (<http://request.org.uk/life/rites-of-passage/baptism/>) to explore the idea of baptism as a commitment ceremony in the Christian faith.

Session 5:Judaism - In the Jewish religion, there is also a rite of passage ceremony – this is called Bar and Bat Mitzvah. Use the video from <https://truetube.co.uk/film/bat-and-bar-mitzvah> to explore what this means to Jewish young people. Compare and contrast the events, meaning and purpose of the ceremony with Christian baptism.

Session 6: Sikhism - Find out about the history of the Khalsa – do a drama activity of the institution of the Khalsa (use the animation as the basis of the drama (<https://www.truetube.co.uk/film/formation-khalsa>) – have a large sheet suspended in the classroom to take the 5 children behind one at a time. Talk about how you can be a Sikh because of your family/upbringing, and then you can choose for yourself if you want to become a khalsa sikh, and take on the responsibility of this commitment. Use the video from BBC teach (<https://www.youtube.com/watch?v=ZIm7F0t8FrA>) to explore the ceremony and the meaning of this for a young Sikh. Compare and contrast the events, meaning and purpose of the ceremony with the others studied.

Session 7: Linking thinking: Ask pupils to write (or stick pictures of) Christian baptism, Jewish Bar Mitzvah and Sikh Amrit in circles at the edges of a large piece of paper. Make lists of features of each, then similarities between 1&2, 1&3, 2&3; do the same for differences. Evaluate the meaning, purpose and value of commitment ceremonies.

Session 8: Children present their learning as a page for each religion, with all three pages then mounted

on card as a triptych, so that each religion can be compared side by side.

**(Implementation) Key words I will use and need to know:**

Belonging Commitment Faith Rite of passage

Christianity Judaism Sikhism

Baptism Bar Mitzvah Amrit

Bat Mitzvah

**(Implementation) Key information we will learn:**

* The importance of rites of passage in terms of religious identity.
* The role of baptism (infant and adult) in shaping religious identity in the Christian community.
* The importance of Bar and Bat Mitzvah in shaping religious identity in the Jewish community.
* The Amrit ceremony as a milestone in shaping religious identity in the Khalsa.

**(Implementation) Things to do and find out at home:**

Do you have a Baby Book? Ask your parents what stages of your life they recorded. First tooth? First haircut?

What items do you have that show Belonging? Badges? Uniform? Certificates? Passport?

Watch:

# My Life, My Religion: Christianity – Life as a young Christian

# <https://www.youtube.com/watch?v=yEDJZsblHzc&list=PLcvEcrsF_9zLNjB-h9xjVlhgG8f0fjk-9>

# My Life, My Religion: Judaism – Life as a Jewish child

# <https://www.youtube.com/watch?v=72QaHckhjIw&list=PLcvEcrsF_9zLEkrjUn7s2E8wDNknt7yqp&index=5>

# My Life, My Religion: Sikhism – Meeting a young British Sikh

# <https://www.youtube.com/watch?v=qx6jOKCroBY&list=PLcvEcrsF_9zLhNdOWcIo9cFJulSNNahS2>

**(Implementation) Some key information you can find more out about:**

* The importance of rites of passage in terms of religious identity.

<https://www.truetube.co.uk/film/life-journey>

<https://study.com/academy/lesson/rite-of-passage-definition-examples.html>

* The role of baptism (infant and adult) in shaping religious identity in the Christian community.

<https://www.youtube.com/watch?v=uRymbCJmbYk&list=PLcvEcrsF_9zLNjB-h9xjVlhgG8f0fjk-9&index=8>

* The importance of Bar and Bat Mitzvah in shaping religious identity in the Jewish community.

<https://www.youtube.com/watch?v=RDZuvPpzXCk&list=PLcvEcrsF_9zLEkrjUn7s2E8wDNknt7yqp&index=1>

* The Amrit ceremony as a milestone in shaping religious identity in the Khalsa.

<https://www.youtube.com/watch?v=ZIm7F0t8FrA&list=PLcvEcrsF_9zLhNdOWcIo9cFJulSNNahS2&index=6>

**(Impact) What we will aim to do at the end of our learning:**

By the end of our learning we will:

* Identify a range of ways in which religious belief can impact daily life.
* Show awareness of the similarities and differences between the commitment ceremonies or rites of passage within Christianity, and between Christianity, Judaism and Sikhism.
* Identify some similarities and differences in how people practise and express beliefs about commitment.

**(Impact) The RE Age Related Expectations we will cover and be assessed against:**

**Human and Social Sciences**

1. **The diverse nature of religion** Identify some of the ways people use the terms ‘religion’ and ‘belief’ when exploring religions, beliefs and worldviews.
2. **Diverse ways in which people practice and express beliefs** Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/worldviews.
3. **The ways in which beliefs shape individual identity, and impact on communities and society and vice versa** Identify a range of ways in which beliefs can have an impact on a believer’s daily life, their family, community and society.

Supplementary Ideas:

# Helpful key information:

# My Life, My Religion: Christianity – Life as a young Christian

# <https://www.youtube.com/watch?v=yEDJZsblHzc&list=PLcvEcrsF_9zLNjB-h9xjVlhgG8f0fjk-9>

# My Life, My Religion: Christianity – What is Christianity?

# <https://www.youtube.com/watch?v=yEtR2ouw76c&list=PLcvEcrsF_9zLNjB-h9xjVlhgG8f0fjk-9&index=2>

# My Life, My Religion: Judaism – Life as a Jewish child

# <https://www.youtube.com/watch?v=72QaHckhjIw&list=PLcvEcrsF_9zLEkrjUn7s2E8wDNknt7yqp&index=5>

# My Life, My Religion: Judaism – What is Judaism?

# <https://www.youtube.com/watch?v=73WsIne-FKg>

# My Life, My Religion: Sikhism – Meeting a young British Sikh

# <https://www.youtube.com/watch?v=qx6jOKCroBY&list=PLcvEcrsF_9zLhNdOWcIo9cFJulSNNahS2>

# My Life, My Religion: Sikhism – What is Sikhism?

# <https://www.youtube.com/watch?v=qXhV3dMxSzE&list=PLcvEcrsF_9zLhNdOWcIo9cFJulSNNahS2&index=2>